



Esland North Limited

ED0012S - Positive Behaviour and Consequences

Introduction

This policy has been written with regard to the non-statutory advice: Behaviour in Schools – Advice for headteachers and school staff (2024).

This policy should be read in conjunction with the school's safeguarding, internet acceptable use, whistleblowing and staff code of conduct policies.

At Esland Shropshire School, we aim for the development of the whole pupil encompassing all learning, including the acquisition of skills, building relationships with others, developing knowledge, and making progress through a variety of activities. These learning activities can be in the more formal setting of a classroom but should also be promoted in the more informal settings out of the classroom. Learning to socialise, co-operate, negotiate, and collaborate are key skills that young people will need to adopt in order to become good citizens and take their place in society as young adults. Young people should be given the opportunities to promote their understanding of these issues and the teaching and residential care workers have a significant responsibility in this. The school also seeks to actively promote good values such as tolerance, the rule of law, individual liberty and democracy (FBV).

We understand our duties under the Equality Act (2010) including issues related to pupils with SEND and how we make reasonable adjustments.

At Esland Shropshire School, we endeavour to provide opportunities for pupil growth and development in the above areas, both in and out of the classroom. Personal, Social and Health Education alongside Social, Moral Spiritual and Cultural opportunities provide the backbone of the curriculum and materials are used to empower young people and develop a local and global sense of identity and responsibility.

It is important that the rules and expectations in Esland Shropshire School are adhered to, and that pupils are encouraged to discuss any problems they may have with a teacher or another adult. The rules are simple and straightforward to ensure understanding by all and are displayed around the building. However, we recognise that pupils do not sometimes act within the rules or expectations and on these occasions, staff must respond in a consistent, clear and purposeful way, to ensure that the school environment remains a safe and welcoming place for both staff and young people alike. Under no circumstances is any form of corporal punishment permitted, nor the use of Physical Intervention as a punishment.

Training

As our schools are a trauma informed setting, all staff are trained in several areas of SEN and disability - such as autism spectrum diagnosis, ADHD and attachment theory plus areas of therapeutic parenting and prevention, protection and restoration techniques including PACE, ACES, Zones of regulation and mindfulness. All staff also receive training in first aid and Physical Intervention (please see Positive Handling) and how to use this training to positively manage behaviour around the school. Staff are also routinely made aware of the contents of this policy and its aims and objectives in helping young people to manage their behaviour and to receive the best support from staff to achieve this.

Behaviour Management Systems

We have a points system in place at Esland Shropshire School.

Pupils earn up to five points for each session or period they are in school. Points are recorded for each child by their teacher/TA (see chart & table below).



Date (W.E.)		
	Points	Bonus
On time	5	
Early Morning Work	5	
Period 1	5	1
Period 2	5	2
Break	5	1
Period 3	5	
Period 4	5	1
Lunch	5	
DEAR	5	
Period 6	5	
Period 7	5	
Options/Reflection	5	
Today's Comments		
POINTS	60	
BONUS	5	
TOTAL POINTS	65	

Each classroom has the behaviour points system displayed prominently. It is also displayed in the corridors, library and dining room as reminders when children move around the school. Points will be allocated verbally, if appropriate for the child, and recorded in individual booklets for each pupil. Totals will be calculated at the end of the week. Points equate to prizes which are presented in Celebration Assemblies on Fridays. Discretion is used when presenting prizes publicly as not all pupils are comfortable with public forms of affirmation.

In addition, where necessary, teachers create bespoke reward charts for pupils. These are drawn up in consultation with the young person and will accumulate extra 'bonus points' to support individuals in helping them manage low level behaviours.

Exceptional Behaviour and Attitude

A headteacher's postcard or certificate is issued for those pupils that have displayed an exceptional attitude to their learning both inside and outside of the classroom. In addition, a postcard or certificate can be issued for showing exceptional kindness, thoughtfulness and helpfulness. The Headteacher will award bonus points in addition to the postcard or certificate and these will be presented in Celebration Assemblies on Fridays.

Reflection

Reflection is completed at the end of the school day, where pupils have scored 0 or 1 point in any session of the day. This is a valuable tool in building relationships and improving behaviour. It is a one-to-one meeting with the teacher or teaching assistant whose session was impacted by undesirable behaviour. The reason for reflection is to review the points earned. It is used to help the pupil to understand why the behaviour was unacceptable, what the trigger for the behaviour may have been and support them by providing them with the 'tools' to develop the skills to handle the same situation differently next time. The reflection will close/deal with issues so that the next day can begin afresh. The staff member communicates to parents/carers via email to highlight any praise, issues or concerns.

Scope for Unacceptable Behaviour

Many pupils bring with them a range of behavioural issues connected with previous education experiences and social circumstances. Sometimes settling into school takes time and the behaviour of the pupil falls below what is expected within a school environment. There may be significant attachment issues that prevent progress from being made. In this case a slow, phased integration lesson-by-lesson and close working with the parents/carers and therapeutic team is required, based on a shared knowledge of the pupil's behaviour. Progress will be carefully monitored as relationships are established. The school aims to enhance stability and to provide support through individual strategies including adaptations to the timetable to help build positive engagement.

Esland Shropshire School has developed a set of clear school expectations which will allow learning to take place, and these are displayed around the building. These expectations are not negotiable and are a basic school requirement, ensuring an orderly environment for the whole school community.

The range of behaviours seen are varied and challenging and differ between young people given their background history. Some of the low-level behaviours that are seen include:

- Being unkind.
- Leaving the room without permission.
- Not completing the appropriate amount of work.
- Calling out.
- Rudeness to staff.
- Unacceptable behaviour towards staff or other young people including spitting, physical threats or intimidation.
- Rude or abusive language.
- Non-compliance with staff instruction.
- Physical assault on peers/adults.
- Behaviour likely to disturb the learning of others.
- Behaviour likely to cause damage to property or equipment.
- Behaviour where pupils have made malicious accusations against staff.

This list is not exhaustive but provides a framework for evaluating individual issues and approaches. Using the levels will allow assistance of recording correctly on our Management Information System.

Low level disruption issues are minor behaviours, which are recorded on our Management Information System (BromCom and/or CPOMS) but are dealt with by the teacher or teaching assistant if appropriate, although the Assistant Head or Deputy Headteacher can be informed if more support is required.

Serious behaviours will require the intervention of the Headteacher or Deputy Headteacher and will usually result in a consequence or meeting to resolve these issues.

These are to be recorded following school procedure.

In all circumstances, informing the pupil's parent or carer must be part of the strategy used, including, if necessary, seeking an urgent meeting with them. This meeting should occur within **3 working days**. When meeting the parent or carer, the teacher will raise the concerns, they and the teaching staff have over the continued poor behaviour of the pupil and ensure the Headteacher is kept informed of all developments. The staff team, with clear direction from senior school leaders, will evaluate on a daily basis how things are progressing with each pupil and the behaviour strategies which are required. Such options may include:

- Catch up.
- Work to be completed at home.
- 1:1 working.

- “Chill-out room” or change of learning space (which is used to help pupils reflect and calm down where and when necessary and appropriate after other strategies have been unsuccessful and the pupil is becoming a danger to themselves, others or school property)
- Rescheduled missed learning.

Persistent breaches of expectations will be fully reviewed in order to modify the pupil’s personal learning plan and Behaviour Support Plan. The aim is to build a consistent approach.

Serious Incident (including physical intervention)

These are to be recorded on Management Information System (BromCom and/or CPOMS) using the ‘Behaviour Incident Slip’.

If a serious offence (such as violence, aggression, or a criminal offence in school) occurs, a pupil can be internally or externally excluded **as a last resort for a fixed period of time**.

The length of exclusion depends on the seriousness of the offence and the risk posed to other pupils. An exclusion can start from an afternoon for a one-off offence that does not require police involvement, to a fixed term exclusion of multiple days.

During this time, work will be sent home either in hard copy or email format. Therapeutic input may be required; this may also entail organising home tuition for a period of time until we feel that the pupil is ready to return to the school environment. The option of exclusion will only be taken in exceptional circumstances. Should this exclusion option be taken, the Headteacher will discuss the reasons for the exclusion and make clear the proposed transition plan to enable the pupil to return to school.

If applicable, social workers will be informed at the point of an incident via an immediate telephone call/email. Once complete the social worker and parents/carers will receive an approved copy of the incident or Physical Intervention via email from our Management Information System/ school.

Consultation with a pupil’s parent or carer must be undertaken to establish any reasons outside school which may have adversely affected the behaviour of the pupil and to establish whether alternative action should be taken to support the pupil. The following are examples where exclusion may be used, but the decision must take account of the context and any earlier decisions on exclusion:

- Violence or intimidation towards staff and/or other young people including bullying.
- Serious vandalism.
- Sexual or racial harassment (including electronic communications).
- Possession of, abusing or supplying drugs, alcohol or solvents.
- Stealing.
- Carrying offensive weapons.
- Placing themselves in danger e.g. climbing.
- Persistent disengagement that impacts the good order of the school.

A decision must not be made until the Headteacher is in possession of all the relevant information and the pupil’s involvement in the incident is clearly established. The exception to this being where there is an immediate safety risk to the pupil, other pupils or staff. Permanent exclusion will occur if there is persistent repetition of a serious offence.

At all times staff must have/show:

- Consistency.
- High expectations.
- Respect to individual needs.
- Empower the pupils.
- Verbal encouragement.
- Use positive language.
- Use of the reward system.

In addition, staff must also:

- Record all incidents on our Management Information System
- Take part in Restorative Justice practice to encourage reflection.
- Record catch ups for any missed work.
- Allow for quick reintegration.

Return to school

Prior to a pupil returning to school following a fixed-term exclusion, the Headteacher must consider a risk assessment to highlight any necessary changes to the supervision of the pupil in school. This may involve individual plans, changes to the timetable to keep the pupil away from another pupil, or an increase in staffing whilst the pupil is at school. On the day of return, the pupil must have a back-to-school meeting to explain how the return to school will be managed and to ensure the pupil is supported in not repeating the behaviour that required an exclusion in the first place.

Reflective meetings, which may include restorative justice, are used to ensure any teacher, care staff or pupil has a way forward and the forum to express their views, explain/understand the impact of their behaviour and where or if necessary, apologise for their actions. If damage has occurred, then the pupil is offered the chance to make reparation. This may include a charge to repair any damage, although this will be no more than 66% from their own monies, as set out in the school's care standards and which can be paid weekly. In very serious cases of extreme damage the school reserves the right to involve the police and will act on the advice provided.

Reporting of Serious Events

It is important that records of any serious incidents that occur in school resulting in a fixed-term exclusion are recorded on our Management Information System. These incidents are reported weekly as part of the Key Performance Indicators report produced by the Headteacher to the Chief Operating Officer (COO), the Director of Education and the Quality Assurance Officer as part of their organisational responsibilities.

A letter notifying the parent or carer of an exclusion will also be written by the Headteacher or Deputy Headteacher detailing the reasons for the exclusion (and evidence where appropriate/allowed within confidentiality and legal bounds), the response required from the pupil (if any), a time- frame for re-inclusion and any stipulations attached to the return to education. In all cases, where applicable, a letter will also be sent to the pupil's social worker.

Adult responses to behaviours of concern

Where appropriate, sanctions can be imposed on a pupil following inappropriate behaviour. Esland Shropshire School follows a behaviour matrix that outlines the behaviours of concern and possible adult responses, and it is imperative that any sanction imposed must be appropriate to the behaviour. In all cases:

- sanctions must be recorded.
- discussed with the pupil's care team and/or parents/carers.
- appropriate to the reason for applying the sanction.
- not unnecessarily severe.
- understood by the pupil.

If any of these cannot be fulfilled, a full discussion must follow involving the Headteacher.

Retention of Rights

In addition to the above action, all staff and young people retain the right, without prejudice, to notify the children's services, the LADO or police authorities following incidents of assault, theft or vandalism to their personal property by another person. (See safeguarding and whistle-blowing policies).

We have a strict policy of no mobile phones, cigarettes, vapes, drugs or weapons on the school site. All pupils are required to hand in the above at the point of entry to the building. Should a pupil be suspected of carrying any of the above, staff will request that their bags/pockets may be searched. This will only be carried out with the consent of the pupil. In the case of any of the above being found, they will be confiscated, and parents/carers advised. Any actions will be undertaken in line with the DfE guidance: Searching, screening and confiscation (2022).

Individual Learning Plans and Individual Behaviour Support Plans are set and reviewed each half- term.

Any behaviour issues identified through this process, and which are of concern to staff, will be fully considered by members of the SLT in order to ensure that the right approaches are established to assist individual pupils.